

The School District of Palm Beach County

Waters Edge Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Waters Edge Elementary School

21601 SHOREWIND DR, Boca Raton, FL 33428

<https://wees.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Waters Edge Elementary School is to provide all students with an innovative, challenging, and stimulating environment that encourages a lifelong commitment to learning. Waters Edge Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

The vision of Waters Edge Elementary School is to see all of our students strive to be the best they can be through an innovative, challenging, and stimulating learning environment. We envision a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, where all learners reach their highest potential and are provided tools to succeed in the global economy.

We welcome you and truly want you to have the tools you need for success. If you have any questions, please reach out to your team leader or our administrative team. We are stronger together!

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Schroeder, Chris	Principal	<p>Instructional Leader of School. Mr. Schroeder will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. Mr. Schroeder will oversee the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. He will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is Mr. Schroeder's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, Mr. Schroeder hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. Mr. Schroeder quickly and proactively addresses problems in instruction and student learning.</p>
Sarnelli, Dawn	Assistant Principal	<p>As assistant Principal, Mrs. Sarnelli supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Rundle, Stacy	Teacher, K-12	<p>The SAI teacher assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitates weekly Professional Learning Communities or PLC's. The SAI teacher provides support to classroom teachers in assisting with the Response to Intervention (RTI).</p>
Driscoll, Paula	Teacher, ESE	<p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>

Name	Position Title	Job Duties and Responsibilities
Aebischer, Heather	Teacher, K-12	ESOL Coordinator. The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional and administrative teams.

Our ESOL Coordinator works in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this process. In addition signs are located in each classroom. Information is shared in each newsletter.

The Guidance Counselor and BHP work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQs, USAs, iReady, IXL, Razz Plus and teacher data chats.

The FAST assessments will occur three times a year.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students; proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.

Teachers will participate in school based data chats along with following the scope and sequence outlined by the School District of Palm Beach County.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	42%
2022-23 Economically Disadvantaged (FRL) Rate	34%
Charter School	No
RAISE School	No

ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	8	10	14	13	16	0	0	0	61	
One or more suspensions	0	0	1	0	0	3	0	0	0	4	
Course failure in English Language Arts (ELA)	0	8	12	13	10	10	0	0	0	53	
Course failure in Math	0	1	1	12	2	7	0	0	0	23	
Level 1 on statewide ELA assessment	0	0	0	0	2	11	0	0	0	13	
Level 1 on statewide Math assessment	0	0	0	0	2	7	0	0	0	9	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	4	3	4	0	0	0	0	11	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	3	9	5	14	0	0	0	34

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	7	14	16	8	16	0	0	0	61
One or more suspensions	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	6	9	2	3	1	0	0	0	21
Course failure in Math	0	2	3	0	3	1	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	0	3	6	0	0	0	9
Level 1 on statewide Math assessment	0	0	0	0	0	8	0	0	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	9	2	3	1	0	0	0	21

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	2	0	6	0	0	0	12

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	7	14	16	8	16	0	0	0	61
One or more suspensions	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	6	9	2	3	1	0	0	0	21
Course failure in Math	0	2	3	0	3	1	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	0	3	6	0	0	0	9
Level 1 on statewide Math assessment	0	0	0	0	0	8	0	0	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	9	2	3	1	0	0	0	21

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	2	2	0	6	0	0	0	12

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	89	53	53	87	59	56	86		
ELA Learning Gains				81			81		
ELA Lowest 25th Percentile				72			74		
Math Achievement*	91	57	59	90	53	50	89		
Math Learning Gains				84			80		
Math Lowest 25th Percentile				79			74		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	87	54	54	77	59	59	76		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	55	56	59	67			70		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	83
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	80
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	637
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	70			
ELL	80			
AMI				
ASN	93			
BLK	69			
HSP	82			
MUL	100			
PAC				
WHT	84			
FRL	74			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	52			
ELL	81			
AMI				
ASN	94			
BLK	84			
HSP	79			
MUL	83			
PAC				
WHT	81			
FRL	72			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	89			91			87					55
SWD	63			71							3	
ELL	89			87			81				5	55
AMI												
ASN	96			92			90				3	
BLK	73			64							2	
HSP	89			91			86				5	55
MUL	100			100							2	
PAC												
WHT	89			92			89				5	60
FRL	84			84			67				5	46

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	87	81	72	90	84	79	77					67
SWD	54	53	45	59	78		25					
ELL	81	83	82	87	87		82					67
AMI												
ASN	93	90		100	100		85					
BLK	77	82		85	91							
HSP	86	76	63	90	88	89	72					67
MUL	83			82								
PAC												
WHT	87	82	76	89	81	73	76					
FRL	76	75	57	82	79	74	67					67

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	86	81	74	89	80	74	76					70
SWD	48	57		57	57		36					
ELL	76			79								70

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	96	80		92	100		90					
BLK	75			75								
HSP	86	83	75	86	78	64	72					75
MUL	92			92								
PAC												
WHT	85	80	75	91	77	76	77					
FRL	75	69	73	78	62	62	55					67

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	90%	56%	34%	54%	36%
04	2023 - Spring	86%	58%	28%	58%	28%
03	2023 - Spring	86%	48%	38%	50%	36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	93%	57%	36%	59%	34%
04	2023 - Spring	84%	52%	32%	61%	23%
05	2023 - Spring	92%	56%	36%	55%	37%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	86%	51%	35%	51%	35%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	50%	*

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our 4th grade math scored the lowest at 86% proficiency. Although this was our lowest category we strive to excel our students in the advance math program. Out of the 140 fourth grade students last school year only 60 of them took the 4th grade math test. The other students all participated in 5th grade math (acceleration).

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

We did not have any areas drop on the overall proficiency from FY2022 to FY2023. However, 4th grade math only increased by 2% points.

Accelerated Math (AMP) - will be offered to all third grade students (previous 2 years). This will give the students an opportunity to show us the specific skills they know. We will then determine at the end of third grade if they can handle moving forward in AMP. We feel many of our students will rise to the challenge in front of them.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our third grade reading was at 87% proficiency. Our goal is to have this number increase to 90% this school year. This appeared to be the greatest difference with the state as the average for the state was 52%. We will continue to implement a variety of strategies to accelerate learning with the goal of increasing reading proficiency among third grade students and within in the ELL & ESE population of grades 3, 4 & 5. In addition, we will have the same focus for Math. We want to see an increase in proficiency along with an increase in our ELL & ESE population. In addition, we will continue with our Tutorial/ Enrichment Program. This will allow our teachers to differentiate instruction to meet the diverse needs of all of our learners.

Which data component showed the most improvement? What new actions did your school take in this area?

Our science increased from 77% to 86% proficiency. We ensured that we had established procedures in place for our science block in all grade levels not just fifth grade. In addition, we implemented daily warm ups that all students participated in for science. Lastly, we incorporated J&J bootcamp into all of our classes in fifth grade.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

We need to ensure that we are working with all students who are 2 or more years behind in reading. It is critical that we continue to use interventions based strategies to increase the overall proficiency in reading. Our primary focus will be to continue implementing the new BEST standards. We want to ensure all of our classes are following the standards based instruction. We have PD planned throughout the school year to ensure all of our teachers are learning the new skills and strategies to be successful with the new standards.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. PLCs - PLCs are such a critical part of our routine. It is imperative that the grade level PLC coordinators are properly trained and know how to train and plan with their teams. This will be a major focus for our facilitators. This will then in turn help all of our teachers.
2. We will also conduct training in SEL. It is very important to continue our journey with morning meeting and allow our teachers the training time to help with the implementation process.
3. All of our teachers are participating in the BEST training for math and reading this year. In addition, the teachers are attending the different cohorts for Math and Reading to help with the implementation process.
4. All teachers that are going to be working with tutorial or enrichment students will participate in professional development. In addition, we have scheduled several of our students to be trained in LLI and spire. This will allow the teachers an opportunity for researched based interventions.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of the Holocaust
 - (h) History of Africans and African Americans
 - (i) History of Asian Americans & Pacific Islanders
 - (o) Health Education, Life Skills & Social Media
 - (q) Hispanic Contributions
 - (r) Women's Contributions
 - (t) Civic & Character Education
 - (u) Sacrifices of Veterans, and the value of Medal of Honor recipients
2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
 3. Our school highlights multicultural diversity within the curriculum and the arts.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Currently Waters Edge Elementary is above the Palm Beach County School Districts target of 75% proficiency by the end of third grade. The school is currently at 87% proficiency. By the end of the FY2024 school year 90% of third grade students at Waters Edge Elementary will be proficient on the end of the year assessment. During the FY2023 school year 87% of the third grade students were proficient by the end of the school year (FAST results). The incoming third grade students for FY2023 showed that 84% of the incoming third grade students were proficient at the end of second grade.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the FY2024 school year 90% of third grade students at Waters Edge Elementary will be proficient on the end of the year assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur through PLCs. We will analyze our data for USAs, iReady, unit assessments along with the results of the FAST assessments during the year. The administration will conduct walk-throughs to ensure the use of best practices. In addition, to confirm that the teachers are using the new BEST standards for all instruction. We will also have trimester data chats with all teachers to have a better understanding of students' challenges and success.

Person responsible for monitoring outcome:

Chris Schroeder (chris.schroeder@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Instructional walk-through among administration will help pick the instructional practices that we will target. After the coaching occurs we will continue to conduct instructional rounds with our teams to give them time to see the practices throughout their grade level and other grade levels across the campus.
2. We will be using the district literacy support to provide coaching throughout the different units of learning. This will help to differentiate the instruction for all learners. It will also help the teachers with the understanding of the new benchmark series.
3. Professional Development along with the weekly PLCs.
4. PLC the use of planning time which allow the teachers to determine the skills needed to enrich and remediate our students.
5. Tutorials/ Learning Clubs will be offered for all students to receive the type of instructional support needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Instructional walks are key for administration. This allows the administration to see what is taking place in all classrooms which allows the administration an opportunity to coach and have discussions with the teachers about next steps. It is also critical for teachers to work with their peers to generate ideas and next steps for their instruction.
2. The purpose of working with the District literacy support is to help close the student achievement gap and accelerate learning for all students by building teacher capacity through the implementation of effective instructional strategies.
3. PLCS allows each team to discuss ways to directly improve on both teaching and learning.
4. PLCs builds relationships across the teams which helps all team members.
5. Tutorials/ clubs meets the needs of all learners and gives them the extra attention needed to be successful.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The current Palm Beach County Strategic Plan does not state specific information in regards to science. Waters Edge Elementary is above the Palm Beach County School District average in science of 52% proficiency by the end of fifth grade in science. The school is currently at 86% proficiency. By the end of the FY2024 school year 90% of fifth grade students will be proficient at Waters Edge. Edge Elementary will be proficient on the end of the year assessment. During the FY2022 school year 77% of the fifth grade students were proficient by the end of the school year (FCAT results) in Science. The incoming fifth grade students for FY2023 showed that 78% of the incoming fifth grade students were proficient at the end of fourth grade when you average the USA's for science.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the FY2024 school year 90% of fifth grade students in science at Waters Edge Elementary will be proficient on the end of the year assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur through PLCs. We will analyze our data for USAs and FSQs along with the results of the FCAT end of the year assessment. The administration will conduct walk-throughs to ensure the use of best practices. We will also be working with the teachers to review their data after each unit of instruction. A major monitoring piece for science this year will be the implementation of hands on experiments. These will be key lessons for the administration to monitor.

Person responsible for monitoring outcome:

Chris Schroeder (chris.schroeder@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Instructional walk-through among administration will help pick the instructional practices that we will target. After the coaching occurs we will continue to conduct instructional rounds with our teams to give them time to see the practices throughout their grade level and other grade levels across the campus.
2. Professional Development - will take place in the area of the science resources we are using to ensure our students are learning the specific standards based skills needed to be successful.
3. Professional Development along with the weekly PLCs.
4. PLC the use of planning time which allow the teachers to determine the skills needed to enrich and remediate our students.
5. Tutorials will be offered for all students to receive the type of instructional support needed in science. This will be offered to all 5th grade students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Instructional walks are key for administration. This allows the administration to see what is taking place in all classrooms which allows the administration an opportunity to coach and have discussions with the teachers about next steps. It is also critical for teachers to work with their peers to generate ideas and next steps for their instruction. This helps both teachers involved in this process.
2. Hands on science is critical for teachers to ensure the students are learning the needed skills in science.
3. PLCS allows each team to discuss ways to directly improve on both teaching and learning.
4. PLCs builds relationships across the teams which helps all team members.
5. Tutorials meet the needs of all learners and gives them the extra attention needed to be successful.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Every year each class in our school participates in an SwPBS presentation led by our SwPBS team. The team gives scripted plans for all classes to follow for the first ten days of school. In addition, they review the schoolwide expectations. The teachers lead classroom discussions about the rules and procedures in their individual classrooms. Lastly, this school year we have added an additional matrix for the cafeteria. This is a student based incentive program where the students are earning points and can use their points on different incentives. This has enabled a single school culture within the school setting. We have clear expectations for the school that are helpful for our students to be successful. This has also helped our teachers have one clear direction for the students whether they are a classroom teacher, fine arts teacher or a non instructional staff member. In addition, we have implemented this program with our after school programing to help ensure their counselors have been trained on the process of our SwPBS. This year we are implementing student ambassadors for our fourth and fifth grade students. We have established a committee with different staff members to create a criteria for the selection of ambassadors. Once selected the students and the committee members will complete a full day training to ensure they understand their specific roles and responsibilities. We felt it was very important to have our staff members who are on the committee work with the students in the training so they hear a single message and can share the specific roles and and responsibilities with all staff members. We are also working with the antidefamation league this school year to be established as a No Place for Hate School. This will help build the climate and culture.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the FY2024 school year the school discipline data will show a reduction in suspensions from 5 to 2.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Monthly SwPBS Meetings.
2. Student Assemblies
3. Ambassador Meetings (monthly)
4. Behavior Data Chats
5. SBT Meetings
6. Climate and Culture Surveys

Person responsible for monitoring outcome:

Chris Schroeder (chris.schroeder@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitoring will occur through PLCs where we discuss SwPBS each meeting. In addition, through our SBT process we will be monitoring the overall data for interventions based on behavior. All teachers and support staff will be involved in the review of the data collected.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Bi-weekly PLCs... This allows administration to see how each grade level is doing working towards their SwPBS targets.
2. Weekly SBT meetings - Will allow administration and the SBT team to look at the interventions that have been selected to determine best practices to assist with the students.
3. Weekly assemblies in the cafeteria will remind the students of all of the rules and procedures that are in place to be successful using the SwPBS program.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Every year each class in our school participates in an SwPBS presentation led by our SwPBS team. The team gives scripted plans for all classes to follow for the first ten days of school. In addition, they review the schoolwide expectations. The teachers lead classroom discussions about the rules and procedures in their individual classrooms. Lastly, this school year we have added an additional matrix for the cafeteria. This is a student based incentive program where the students are earning points and can use their points on different incentives. This has enabled a single school culture within the school setting. We have clear expectations for the school that are helpful for our students to be successful. This has also helped our teachers have one clear direction for the students whether they are a classroom teacher, fine arts teacher or a non instructional staff member. In addition, we have implemented this program with our after school programming to help ensure their counselors have been trained on the process of our SwPBS. This year we are implementing student ambassadors for our fourth and fifth grade students. We have established a committee with different staff members to create a criteria for the selection of ambassadors. Once selected the students and the committee members will complete a full day training to ensure they understand their specific roles and responsibilities. We felt it was very important to have our staff members who are on the committee work with the students in the training so they hear a single message and can share the specific roles and responsibilities with all staff members. We are also working with the antidefamation league this school year to be established as a No Place for Hate School. This will help build the climate and culture.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the FY2024 school year the school discipline data will show a reduction in suspensions from 5 to 2.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Monthly SwPBS Meetings.
2. Student Assemblies
3. Ambassador Meetings (monthly)
4. Behavior Data Chats
5. SBT Meetings
6. Climate and Culture Surveys

Person responsible for monitoring outcome:

Chris Schroeder (chris.schroeder@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitoring will occur through PLCs where we discuss SwPBS each meeting. In addition, through our SBT process we will be monitoring the overall data for interventions based on behavior. All teachers and support staff will be involved in the review of the data collected.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Bi-weekly PLCs... This allows administration to see how each grade level is doing working towards their SwPBS targets.
2. Weekly SBT meetings - Will allow administration and the SBT team to look at the interventions that have been selected to determine best practices to assist with the students.
3. Weekly assemblies in the cafeteria will remind the students of all of the rules and procedures that are in place to be successful using the SwPBS program.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus